

# Executive summary

## Report

### Programme accreditation

### Music Programmes

## Escola Superior de Música de Lisboa (ESML)

### (Lisbon, Portugal)

**Site-visit: 11-13 December 2017**

### Introduction

In June 2017, the Instituto Politécnico de Lisboa (IPL) took the decision, agreed with the Portuguese accreditation agency (A3ES), to commission MusiQuE – Music Quality Enhancement to organise a procedure for the accreditation of three programmes offered by its school of music, the Escola Superior de Música de Lisboa (ESML): the Bachelor in Music (BMus), the Bachelor in Music Technologies (BMT) and the Master in Music (MMus). As required by the A3ES ESML had recently fulfilled its requirements for self-evaluation.

MusiQuE coordinated the organisation of the accreditation procedure and carried out the review of the programmes.

The procedure for the accreditation of the programmes followed a three-stage process:



- ESML prepared a *Self-evaluation Report (SER)* and supporting documents, based on the *MusiQuE Standards for Programme Review*;
- an international Review Team composed by MusiQuE studied the *SER* and conducted a site-visit to ESML on 11<sup>th</sup>-13<sup>th</sup> December 2017. The site-visit comprised meetings with representatives of the ESML and IPL management team, teaching and support staff, students, alumni, employers and external stakeholders, and visits to classes and performances. The Review Team used the *MusiQuE Standards for Programme Review* as the basis of its investigations;
- the Review Team produced the accreditation report that follows, structured along the *Standards* mentioned above.

The Review Team consisted of:

- Peter Tornquist, Rector of Norwegian Academy of Music, Norway (Review Team Chair)
- Celia Duffy, former director of Research and Knowledge Exchange, Royal Conservatoire of Scotland, United Kingdom (Review Team Secretary)
- Daan van Aalst, independent Recording Producer / Sound Engineer, teacher at the Art of Sound department of the Royal Conservatoire in The Hague (Review Team Member)
- Isabel González Delgado, Student at Conservatorio Superior de Murcia, Spain and founding member of the National Federation of Music Students (FNESMUSICA) (Review Team Member)
- Orla McDonagh, Head of Conservatory, DIT Conservatory of Music and Drama, Dublin, Ireland (Review Team Member)

Observer:

- Rosa Bento, A3ES project manager for the performing arts area



## Summary of the compliance with the Standards and recommendations

### Bachelor in Music

The Review Team concludes that the BMus programme complies with the *MusiQuE Standards for Programme Review* as follows:

1. Programme's goals and context	
<b>Standard 1.</b> The programme goals are clearly stated and reflect the institutional mission.	<b>Partially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"><li>· the Review Team strongly recommends that the BMus programme produces a Programme Handbook (in both Portuguese and English) which is easily available on the website, clearly sets out the programme's goals in appropriate detail and explicitly links to the ESML institutional mission.</li><li>· ESML considers how it might benefit from a closer academic relationship with its parent institution, IPL, particularly exploring inter-disciplinary opportunities.</li><li>· ESML places itself in the forefront of political debates as an advocate for the arts and higher education artistic education.</li></ul>	
2. Educational processes	
<b>Standard 2.1.</b> The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.	<b>Substantially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"><li>· As for Standard 1, the Review Team strongly recommends that the BMus programme produces a Programme Handbook (in both Portuguese and English) which is easily available on the website, clearly sets out the programme's goals in appropriate detail and explicitly links to the ESML institutional mission.</li><li>· e-Learning as a method of delivery could be developed in the BMus programme.</li></ul>	
<b>Standard 2.2.</b> The programme offers a range of opportunities for students to gain an international perspective.	<b>Substantially compliant</b>
<b>Recommendations</b>	

<ul style="list-style-type: none"> <li>· The Review Team recommends that ESML should create an international strategy, including targets for international recruitment, and a language policy for programme documentation and teaching.</li> <li>· The Review Team recommends that ESML should be better supported financially in its internationalisation efforts as these are not at an appropriate level for an elite national institution.</li> </ul>	
<b>Standard 2.3.</b> Assessment methods are clearly defined and demonstrate achievement of learning outcomes.	<b>Partially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>· ESML should increase clarity and transparency about the programme's assessment methods; rather than over-generalised statements, methods of assessment should be specifically aligned to learning outcomes.</li> <li>· ESML should clarify the role of external examiners and invite external members of the profession to assessment panels.</li> </ul>	
<b>3. Student profiles</b>	
<b>Standard 3.1.</b> There are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the programme.	<b>Fully compliant</b>
<b>No recommendations</b>	
<b>Standard 3.2.</b> The programme has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.	<b>Fully compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>· The Review Team recommends that ESML uses data from the QA reports more strategically.</li> </ul>	
<b>4. Teaching staff</b>	
<b>Standard 4.1.</b> Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.	<b>Fully compliant</b>

<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>The ESML should consider a strategy for continuing professional development of its staff and should apply for funding to IPL to implement it.</li> </ul>	
<b>Standard 4.2.</b> There are sufficient qualified teaching staff to effectively deliver the programme.	<b>Fully compliant</b>
<b>No recommendations</b>	
<b>5. Facilities, resources and support</b>	
<b>Standard 5.1.</b> The institution has appropriate resources to support student learning and delivery of the programme.	<b>Fully compliant</b>
<b>No recommendations</b>	
<b>Standard 5.2.</b> The institution's financial resources enable successful delivery of the programme.	<b>Fully compliant</b>
<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>The Review Team recommends that ESML takes steps to diversify its funding streams and produces a financial strategy which takes account of this.</li> </ul>	
<b>Standard 5.3.</b> The programme has sufficient qualified support staff.	<b>Partially compliant</b>
<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>The Review Team strongly recommends that academic staff are not required to undertake support roles and that the ESML management team and IPL should take steps to rectify this. Paying students to undertake tasks such as being on duty in the Library may be one small solution; devolving more core support to central IPL services, and/or properly funding and professionalizing support roles (Registry roles, Erasmus administration, web and email support) is an urgent priority.</li> </ul>	
<b>6. Communication, organisation and decision-making</b>	
<b>Standard 6.1.</b> Effective mechanisms are in place for internal communication within the programme.	<b>Fully compliant</b>

<b>No recommendations</b>	
<b>Standard 6.2</b> The programme is supported by an appropriate organisational structure and decision-making processes.	<b>Substantially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>· The Review Team recommends that the decision making process of ESML could be made more transparent.</li> <li>· The Review Team recommends that staff roles and responsibilities should be more clearly defined; further, that individuals should not undertake more than one main role. As well as overloading that individual it can compromise innovation and debate and could, at worst, at lead to conflict of interest.</li> </ul>	
<b>7. Internal quality culture</b>	
<b>Standard 7.</b> The programme has in place effective quality assurance and enhancement procedures.	<b>Substantially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>· ESML is substantially compliant with this standard: it has an informal QA culture as well as all the formal mechanisms in place, yet the informal and the formal IPL QA system are not quite integrated. The Review Team recommends that ESML continues to develop its QA and enhancement procedures in partnership with IPL, and makes efforts to act upon feedback from surveys after they become mandatory. It also notes that this area of QA is professional, and is ideally carried out by specialist academic managers (often in other conservatoires in Registry or Academic Services departments). There are possibilities of working in partnership with IPL's other arts schools on this.</li> </ul>	
<b>8. Public interaction</b>	
<b>Standard 8.1.</b> The programme engages within wider cultural, artistic and educational contexts.	<b>Partially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>· The Review Team recommends that ESML should be generally more proactive and outward facing. It has an obvious role as an advocate of the arts of the Portuguese cultural sector.</li> </ul>	

<ul style="list-style-type: none"> <li>The Review Team recommends there is much to be gained by greater engagement with ESML's local IPL context in extending its reach and entrepreneurial spirit.</li> </ul>	
<b>Standard 8.2.</b> The programme actively promotes links with various sectors of the music and other artistic professions.	<b>Substantially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>The Review Team recommends that employers could be invited to take part in ESML's curricular development to ensure formally that the curriculum continues to reflect professional requirements.</li> </ul>	
<b>Standard 8.3.</b> Information provided to the public about the programme is clear, consistent and accurate.	<b>Substantially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>The Review Team recommends that as part a policy and rolling programme for updating and monitoring currency of content on the website, that all web content is available in English.</li> </ul>	

**Bachelor in Music Technologies**

The Review Team concludes that the BMT programme complies with the *Standards for Programme Review* as follows:

1. Programme’s goals and context	
<b>Standard 1.</b> The programme goals are clearly stated and reflect the institutional mission.	<b>Partially compliant</b>
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>· the Review Team strongly recommends that the BMT programme produces a Programme Handbook (in both Portuguese and English) which is easily available on the website, clearly sets out the programme’s goals in appropriate detail and explicitly links to the ESML institutional mission.</li> <li>· ESML considers how it might benefit from a closer academic relationship with its parent institution, IPL, particularly exploring inter-disciplinary opportunities.</li> <li>· ESML places itself in the forefront of political debates as an advocate for the arts and higher education artistic education.</li> </ul>	
2. Educational processes	
<b>Standard 2.1.</b> The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.	<b>Substantially compliant</b>
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>· As for Standard 1, the Review Team strongly recommends that the BMT programme produces a Programme Handbook (in both Portuguese and English) which is easily available on the website, clearly sets out the programme’s goals in appropriate detail and explicitly links to the ESML institutional mission.</li> <li>· e-Learning as a method of delivery could be developed in the BMT programme.</li> <li>· The BMus and MT are academically and administratively separated; there would be advantages to some shared provision for BMT and BMus students, not least to encourage a spirit of true collaboration rather than the current ‘service’ relationship. For example, it could be a shared goal between BMT and performance departments to make doing a sound check an educational process for both ‘sides’; also the processes of editing and mixing involve artistic concepts which would be fruitfully shared.</li> </ul>	



<ul style="list-style-type: none"> <li>· The implicit research content of the BMT programme could be made explicit and reflected in programme documentation.</li> <li>· In due course, a Masters in Music Technology would be a valuable addition to the ESML portfolio.</li> </ul>	
<b>Standard 2.2.</b> The programme offers a range of opportunities for students to gain an international perspective.	<b>Partially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>· The Review Team recommends that ESML should create an international strategy, including targets for international recruitment, and a language policy for programme documentation and teaching.</li> <li>· The Review Team recommends that ESML should be better supported financially in its internationalisation efforts as these are not at an appropriate level for an elite national institution.</li> <li>· The Review Team recommends that the BMT programme should be affiliated to the AES (Audio Engineering Society) which would be very helpful in bringing an international perspective and that BMT students are offered the same international opportunities as their peers on the BMus.</li> </ul>	
<b>Standard 2.3.</b> Assessment methods are clearly defined and demonstrate achievement of learning outcomes.	<b>Partially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>· ESML should increase clarity and transparency about the programme's assessment methods; rather than over-generalised statements, methods of assessment should be specifically aligned to learning outcomes.</li> <li>· ESML should clarify the role of external examiners and invite external members of the profession to assessment panels.</li> </ul>	
<b>3. Student profiles</b>	
<b>Standard 3.1.</b> There are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the programme.	<b>Fully compliant</b>
<b>No recommendations</b>	

<b>Standard 3.2.</b> The programme has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.	<b>Substantially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>· The Review Team recommends that ESML uses data from the QA reports more strategically.</li> <li>· The Review Team recommends that, particularly as it is relatively new, that more scrutiny is given to the BMT programme in the area of progression, achievement and employability.</li> </ul>	
<b>4. Teaching staff</b>	
<b>Standard 4.1.</b> Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.	<b>Fully compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>· ESML should consider a strategy for continuing professional development of its staff and should apply for funding to IPL to implement it.</li> </ul>	
<b>Standard 4.2.</b> There are sufficient qualified teaching staff to effectively deliver the programme.	<b>Fully compliant</b>
<b>No recommendations</b>	
<b>5. Facilities, resources and support</b>	
<b>Standard 5.1.</b> The institution has appropriate resources to support student learning and delivery of the programme.	<b>Not compliant</b>
<b>Condition</b>	
<p>The space, equipment and software for the BMT is not adequate or wholly fit for purpose. The standard will only be met on the condition that additional funding for capital expenditure on equipment including but not limited to an additional digital mixing console and measurement devices and software (although open source software could be better utilised) is made available to avoid unacceptable contingency measures, such as staff using their own equipment, as observed by the Review Team.</p>	

<b>Standard 5.2.</b> The institution's financial resources enable successful delivery of the programme.	<b>Partially compliant</b>
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>· The Review Team recommends that ESML takes steps to diversify its funding streams and produces a financial strategy which takes account of this.</li> <li>· The Review Team recommends that the BMT programme explores opportunities for commercial sponsorship to assist in funding its equipment and software shortages.</li> </ul>	
<b>Standard 5.3.</b> The programme has sufficient qualified support staff.	<b>Partially compliant</b>
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>· The Review Team strongly recommends that academic staff are not required to undertake support roles and that the ESML management team and IPL should take steps to rectify this. Paying students to undertake tasks such as being on duty in the Library may be one small solution; devolving more core support to central IPL services, and/or properly funding and professionalizing support roles (Registry roles, Erasmus administration, web and email support) is an urgent priority.</li> </ul>	
<b>6. Communication, organisation and decision-making</b>	
<b>Standard 6.1.</b> Effective mechanisms are in place for internal communication within the programme.	<b>Fully compliant</b>
<b>No recommendations</b>	
<b>Standard 6.2</b> The programme is supported by an appropriate organisational structure and decision-making processes.	<b>Substantially compliant</b>
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>· The Review Team recommends that the decision making process of ESML could be made more transparent.</li> <li>· The Review Team recommends that staff roles and responsibilities should be more clearly defined; further, that individuals should not undertake more than one main</li> </ul>	

role. As well as overloading that individual it can compromise innovation and debate and could, at worst, at lead to conflict of interest.

## 7. Internal quality culture

<b>Standard 7.</b> The programme has in place effective quality assurance and enhancement procedures.	<b>Substantially compliant</b>
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### Recommendation

- ESML is substantially compliant with this standard: it has an informal QA culture as well as all the formal mechanisms in place, yet the informal and the formal IPL QA system are not quite integrated. The Review Team recommends that ESML continues to develop its QA and enhancement procedures in partnership with IPL, and makes efforts to act upon feedback from surveys after they become mandatory. It also notes that this area of QA is professional, and is ideally carried out by specialist academic managers (often in other conservatoires in Registry or Academic Services departments). There are possibilities of working in partnership with IPL's other specialist arts schools on this.

## 8. Public interaction

<b>Standard 8.1.</b> The programme engages within wider cultural, artistic and educational contexts.	<b>Partially compliant</b>
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### Recommendations

- The Review Team recommends that ESML should be generally more proactive and outward facing. It has an obvious role as an advocate of the arts of the Portuguese cultural sector.
- The Review Team recommends there is much to be gained by greater engagement with ESML's local IPL context in extending its reach and entrepreneurial spirit.

<b>Standard 8.2.</b> The programme actively promotes links with various sectors of the music and other artistic professions.	<b>Substantially compliant</b>
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### Recommendations

- The Review Team recommends that employers could be invited to take part in ESML's curricular development to ensure formally that the curriculum continues to reflect professional requirements.

<b>Standard 8.3.</b> Information provided to the public about the programme is clear, consistent and accurate.	<b>Substantially compliant</b>
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<b>Recommendations</b> <ul style="list-style-type: none"><li>· The Review Team recommends that as part a policy and rolling programme for updating and monitoring currency of content on the website, that all web content is available in English.</li></ul>
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## Master in Music

The Review Team concludes that the MMus programme complies with the *Standards for Programme Review* as follows:

1. Programme's goals and context	
<b>Standard 1.</b> The programme goals are clearly stated and reflect the institutional mission.	<b>Substantially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"><li>· the Review Team recommends that the MMus programme produces its Programme Handbook in English and explicitly links programme goals to the ESML institutional mission.</li><li>· ESML should consider how it might benefit from a closer academic relationship with its parent institution, IPL, particularly exploring inter-disciplinary opportunities.</li><li>· ESML places itself in the forefront of political debates as an advocate for the arts and higher education artistic education.</li></ul>	
2. Educational processes	
<b>Standard 2.1.</b> The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.	<b>Fully compliant</b>
<b>No recommendations</b> <b>Commendation</b> <ul style="list-style-type: none"><li>· The Review Team commends the ESML research arm and considers it a very valuable asset to the MMus.</li></ul>	
<b>Standard 2.2.</b> The programme offers a range of opportunities for students to gain an international perspective.	<b>Substantially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"><li>· The Review Team recommends that ESML should create an international strategy, including targets for international recruitment, a language policy for programme documentation and teaching, and solutions to current obstacles such as timing of the thesis requirement in the MMus.</li></ul>	

<ul style="list-style-type: none"> <li>The Review Team recommends that ESML should be better supported financially in its internationalisation efforts as these are not at an appropriate level for an elite national institution.</li> </ul>	
<b>Standard 2.3.</b> Assessment methods are clearly defined and demonstrate achievement of learning outcomes.	<b>Substantially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>ESML should increase clarity and transparency about the programme's assessment methods; rather than over-generalised statements, methods of assessment should be specifically aligned to learning outcomes.</li> <li>ESML should clarify the role of external examiners and invite external members of the profession to assessment panels.</li> </ul>	
<b>3. Student profiles</b>	
<b>Standard 3.1.</b> There are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the programme.	<b>Fully compliant</b>
<b>No recommendations</b>	
<b>Standard 3.2.</b> The programme has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.	<b>Substantially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>The Review Team recommends that ESML uses data from the QA reports more strategically.</li> </ul>	
<b>4. Teaching staff</b>	
<b>Standard 4.1.</b> Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.	<b>Fully compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>The ESML should consider a strategy for continuing professional development of its staff and should apply for funding to IPL to implement it.</li> </ul>	

<b>Standard 4.2.</b> There are sufficient qualified teaching staff to effectively deliver the programme.	<b>Fully compliant</b>
<b>No recommendations</b>	
<b>5. Facilities, resources and support</b>	
<b>Standard 5.1.</b> The institution has appropriate resources to support student learning and delivery of the programme.	<b>Fully compliant</b>
<b>No recommendations</b>	
<b>Standard 5.2.</b> The institution's financial resources enable successful delivery of the programme.	<b>Fully compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>The Review Team recommends that ESML takes steps to diversify its funding streams and produces a financial strategy which takes account of this.</li> </ul>	
<b>Standard 5.3.</b> The programme has sufficient qualified support staff.	<b>Partially compliant</b>
<b>Recommendations</b> <ul style="list-style-type: none"> <li>The Review Team strongly recommends that academic staff are not required to undertake support roles and that the ESML management team and IPL should take steps to rectify this. Paying students to undertake tasks such as being on duty in the Library may be one small solution; devolving more core support to central IPL services, and/or properly funding and professionalizing support roles (Registry roles, Erasmus administration, web and email support) is an urgent priority.</li> </ul>	
<b>6. Communication, organisation and decision-making</b>	
<b>Standard 6.1.</b> Effective mechanisms are in place for internal communication within the programme.	<b>Fully compliant</b>
<b>No recommendations</b>	
<b>Standard 6.2</b> The programme is supported by an appropriate organisational structure and decision-making processes.	<b>Substantially compliant</b>



## Recommendations

- The Review Team recommends that the decision making process of ESML could be made more transparent.
- The Review Team recommends that staff roles and responsibilities should be more clearly defined; further, that individuals should not undertake more than one main role. As well as overloading that individual it can compromise innovation and debate and could, at worst, at lead to conflict of interest.

## 7. Internal quality culture

<b>Standard 7.</b> The programme has in place effective quality assurance and enhancement procedures.	<b>Substantially compliant</b>
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## Recommendations

- ESML is very substantially compliant with this standard: it has an informal QA culture as well as all the formal mechanisms in place, yet the informal and the formal IPL QA system are not quite integrated. The Review Team recommends that ESML continues to develop its QA and enhancement procedures in partnership with IPL, and makes efforts to act upon feedback from surveys after they become mandatory. It also notes that this area of QA is professional, and is ideally carried out by specialist academic managers (often in other conservatoires in Registry or Academic Services departments). There are possibilities of working in partnership with IPL's other specialist arts schools on this.

## 8. Public interaction

<b>Standard 8.1.</b> The programme engages within wider cultural, artistic and educational contexts.	<b>Partially compliant</b>
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## Recommendations

- The Review Team recommends that ESML should be generally more proactive and outward facing. It has an obvious role as an advocate of the arts of the Portuguese cultural sector.
- The Review Team recommends there is much to be gained by greater engagement with ESML's local IPL context in extending its reach and entrepreneurial spirit.

<b>Standard 8.2.</b> The programme actively promotes links with various sectors of the music and other artistic professions.	<b>Substantially compliant</b>
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### Recommendations

- The Review Team recommends that employers could be invited to take part in ESML's curricular development to ensure formally that the curriculum continues to reflect professional requirements.

**Standard 8.3.** Information provided to the public about the programme is clear, consistent and accurate.

**Substantially compliant**

### Recommendations

- The Review Team recommends that as part a policy and rolling programme for updating and monitoring currency of content on the website, that all web content is available in English.

## Conclusion

The Review Team found at ESML a clear focus on excellence, well aligned to its position as the premier national higher education specialist music institution. The curriculum gives room for individual artistic flexibility and exposes students to a wide range of artistic activities. The Review Team was impressed by the vitality and forward focus of research initiatives. Both students and staff have a strong sense of pride in the institution and there is a culture of informal, yet effective and friendly, communication. The Review Team was impressed by the professional standards of teaching staff and encountered strong (informal) engagement with and debate about quality and artistic and pedagogical standards in the staff team. Students find work and are employable.

ESML has a state of the art building with very good facilities overall, but student numbers are now much greater than the building was designed for. ESML faces financial challenges which pose problems in various areas: there are deficiencies in equipment for the Bachelor in Music Technologies programme; academic staff work in vital non-academic roles and thus wear many different 'hats'; the institution heavily relies on the goodwill of both the support and academic staff. The Review Team found that there is a need for greater clarity and transparency in student-facing documentation.

The Review Team felt that ESML has great potential to set the standard in Portugal as a cultural leader as well as to develop its international standing and profile. It has excellent existing relationships with the artistic professions and could involve them more closely in its academic affairs at the curricular level to mutual benefit. Closer relationships with

technical companies would be beneficial for the Bachelor in Music Technologies programme. Finally, again on an outward-facing theme, there is great scope for finding private or corporate financial support as an elite institution.